

**Northumberland Local
Authority Guidance for Early
Years Special Educational
Needs and Disability (SEND)**

2016

Northumberland Local Authority Guidance for Early Years Special Educational Needs and Disability (SEND) practice: Support for practitioners implementing the 2014 SEND Code of Practice (0-25 years) in Northumberland Early Years Foundation Stage settings.

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Northumberland Local Authority Guidance

for Early Years SEND Practice: Support for practitioners implementing the 2014 SEND Code of Practice (0-25 years) in Northumberland Early Years Foundation Stage settings.

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All early years providers are required to have arrangements in place to identify and support children with SEN and/or disabilities and to promote equality of opportunity for children in their care. These arrangements should include a clear approach to identifying and responding to SEN.

All early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to the SEND Code of Practice 0-25, including the principles set out in Chapter 1 and outlined in this guide under 'Principles underlying the Code'.

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Introduction

This document has been created by a working party of Northumberland EYFS practitioners and SENCOs, members of Northumberland Local Authority (LA) Early Years and Inclusion Teams and Health Professionals with expertise in the Early Years. The aim is to provide guidance on what is promoted as good practice in Northumberland within the graduated approach of 'Assess, Plan, Do, Review' under the headings of 'Quality First Teaching' and 'SEN Support' and how this meets the duties outlined in the SEND Code of Practice (CoP).

This guidance should be read in conjunction with the following three documents:

- **Statutory Framework for the Early Years Foundation Stage** (EYFS, Sept 2014)

The standards for learning, development and care for children from birth to five.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

- **Special Educational Needs and Disability Code of Practice** (January 2015)

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This document was jointly published by the DfE and DoH in 2014. Chapter 5 (page 78) Early Years Providers, explains the actions they should take to meet their duties in relation to identifying and supporting all children with special educational needs, whether or not they have an Education, Health and Care (EHC) plan.

- **Early Years: guide to the 0 to 25 SEND Code of Practice: Advice for early years providers that are funded by the local authority, Sept 2014.**

A supplementary DfE guide designed to help managers and staff understand their statutory duties. It draws out elements of the full Special Educational Needs and Disability Code of Practice 0-25 that relate to early years provision, as well as wider aspects that all those who work with children and young people with SEN or disabilities and their families should have regard to. <https://www.gov.uk/government/publications/send-guide-for-early-years-settings>

Key messages of the SEND CoP (2014):

- The majority of children with SEN or disabilities will continue to have their needs met within **mainstream early years settings**.
- A focus on **inclusive practice** and removing barriers to learning and participation
- A much clearer emphasis on early identification of need and offering help at **the earliest possible point**.
- A focus on **outcomes and improving progress** for children with SEND
- Early Years Action and Early Years Action Plus has been replaced by **SEN Support**: a graduated approach to identifying and meeting SEN, with early years provision following the principles and commitments of the EYFS statutory framework
- **Children** and young people with SEND **and their parent/carers fully involved in decisions** about their support and what they want to achieve.
- Parent and young people are clear what support is available locally, published within the **local offer**
- A **joint approach** across all **education, health and social care** agencies

The Northumberland Local Authority policy on inclusion and SEND

In 2008 the Local Authority (LA) published the Northumberland Early Years Inclusion Toolkit (NEYIT). This document clarifies the policy relating to Inclusion, Special Educational Needs and Disability promoted by Northumberland LA. It aims to help Early Years practitioners to understand and implement the inclusive approach required by the Early Years Foundation Stage and provides a range of documents that may be adopted and used to support effective planning, record keeping and partnership with parent/carers.

This Inclusion Toolkit remains the LA policy and those settings using it can be reassured that the approach and systems it promotes are the same as those in the SEND Code of Practice. The Inclusion Toolkit was reviewed in 2015 to bring the terminology in line with that of the SEND CoP. The main changes being the adoption of the SEND CoP terminology Assess, Plan, Do, Review and the two levels of support described as 'Quality First Teaching' and 'SEN Support'. This 2015 e-version of the Inclusion Toolkit is available electronically to Schools and Early Years providers who have signed the 'Local Code of Practice Early Years Funded Free Entitlement for Two, Three and Four Year Old Education' and who have adopted NEYIT as their inclusion policy.

The LA continues to encourage settings to adopt NEYIT as their own policy for inclusion and SEND but as this is **guidance rather than a statutory requirement**, they may of course adopt other appropriate documents or create their own.

Training on the SEND CoP and NEYIT will continue to be offered regularly through the EYFS Service Level Agreement.

Local Authority Inclusion Consultants/Area SENCOs

Northumberland County Council employs Early Years Inclusion Consultants (EYICs) who also act as Area SENCOs. They provide advice and guidance to early years providers on the development of inclusive early learning environments and practice. Their role is to support the links between education, health and social care to facilitate appropriate early provision for children with SEND and their transitions between provisions. The EYICs work mainly with Private, Voluntary and Independent (PVI) providers registered with Ofsted.

The SEND CoP, 2015 states that typically, the role of the Area SENCO includes:

- “• providing advice and practical support to PVI early years providers about approaches to identification, assessment and intervention within the SEND Code of Practice*
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN*
- strengthening the links between the settings, parent/carers, schools, social care and health services*
- developing and disseminating good practice*
- supporting the development and delivery of training both for individual settings and on a wider basis*
- developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and*
- informing parent/carers of and working with local impartial information, advice and support services, to promote effective work with parent/carers of children in the early years.”*

In maintained schools staff working with EYFS children also have access to support from Northumberland Local Authority Locality Inclusion Support Service (LIST).

The Graduated Approach: The Assess, Plan, Do, Review (APDR) Cycle.

This guidance document helps early years practitioners to identify and implement best practice to meet all children's needs as recommended by Northumberland Local Authority, ensuring the EYFS Statutory Framework and SEND CoP requirements are also met.

As part of the ongoing observation, assessment and planning (OAP) cycle within the learning and development requirements of the EYFS, practitioners are required to regularly review the development and progress of all children throughout the early years. Where a child appears to be 'behind'¹ expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information available to determine the support needed to help the child 'catch up'. There are many documents that practitioners can refer to, to help them assess if a child is functioning at a level appropriate for their age. The one most commonly used by EYFS practitioners is the development bands within the Early Years Outcomes document. Northumberland Early Years team encourage the use of further refinements within these bands, described by the terms Emerging, Developing and Secure. The expectation is that by the end of the EYFS (the term before children enter year 1) all children will have achieved the Early Learning Goals (ELGs) as described in the statutory framework.

A delay in learning and development in the early years may or may not indicate that a child has special educational needs; therefore the SEND CoP requires that a **graduated approach** to the provision of support be adopted to ensure all children are helped to achieve the best possible educational and other outcomes. Some children would benefit from differentiation of Quality First Teaching whereas others with more significant will require special educational provision delivered through SEN Support.

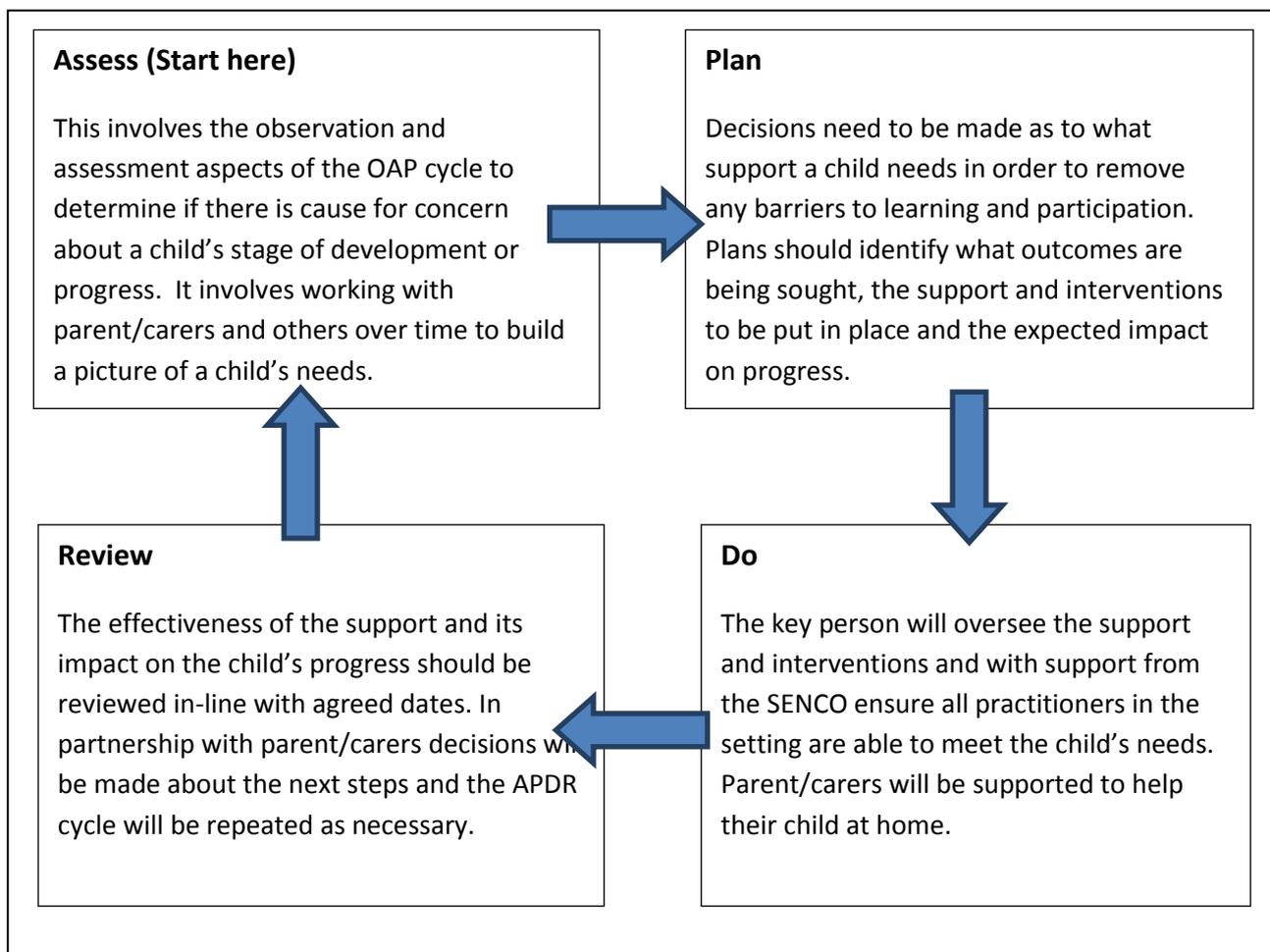
Page 15 of the SEND CoP provides the following definition of SEN:-

Special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. For children aged two or more, special educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means **educational provision of any kind**.

¹ page14 Early Years: Guide to SEND Code of Practice 0-25, January 2015

This graduated approach is described in the Assess, Plan, Do, Review cycle.



Support provided through the graduated approach of the Assess, Plan, Do and Review cycle is carried out at two different levels as outlined below:

Quality First Teaching

Initial support will be provided through differentiating the provision made for all children in the setting. This is described as 'Quality First Teaching' which means that all practitioners have high aspirations and expectations for all children. Inclusive provision is tailored to ensure all children's needs are met, enabling them to achieve the best possible educational and other outcomes. Parent/carers should be informed of this differentiated approach through general setting policies. The following section of this guidance document sets out the Assess, Plan, Do, Review actions required at Quality First Teaching level and those considered good practice by Northumberland LA. By implementing these actions, settings will be ensuring that children are given the best opportunities to participate and learn alongside their peers. Practitioners should be alert to emerging difficulties and respond early, listen to parent/carers concerns about their child and remove barriers that prevent children accessing early education. There is an expectation that this is initially done within the existing financial resources of the setting. A list of suggested quality first interventions to support each of the four areas of SEN is provided from page 17 onwards.

SEN Support (replaces Early Years Action and Early Years Action Plus)

Following a period of differentiated support through Quality First Teaching, settings will need to reassess the child's progress to determine if the child has special educational needs i.e. a learning difficulty or disability which calls for special educational provision to be made for them.

The next section of this guidance document sets out the Assess, Plan, Do, Review actions required by the SEND CoP at SEN support level and those considered good practice by Northumberland Local Authority. SEN support is the provision made by all settings to meet a child's identified special educational needs. A child with SEN is described as one who has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities of a kind generally provided for others of the same age. SEN support helps to reduce learning difficulties and is critical to the child's future progress and improved outcomes. Parent/carers must be included in discussions around their child's needs and any SEN support provided. A list of suggested SEN support interventions covering each of the four areas of SEN is provided from page 22 onwards.

Schools must not refuse to admit a child who has SEN (but does not have an Education, Health and Care plan) because they do not feel able to cater for those needs or refuse to admit them because they do not have an EHC plan. (Page 26 SEND CoP)

Quality First Teaching (QFT) – The Assess, Plan, Do, Review Cycle

There is a requirement that all practitioners have high aspirations and expectations for all children. Practitioners should tailor provision to ensure all children achieve the best possible education and other outcomes. The EYFS Statutory Framework (2014) is an inclusive curriculum and describes the best practice required of all providers and practitioners. Parent/carers should be informed of this differentiated approach through general setting policies.

It is recognised that early identification and intervention can significantly reduce the need for more costly and/or in-depth interventions at a later stage.

Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents.

You must do this because it is:-	You could do this because it is:-
SEND Code of Practice 2014 Legal Requirements_and EYFS statutory Framework QFT - Assess	Northumberland guidance on good practice QFT - Assess
<ul style="list-style-type: none"> • Ongoing (formative) assessment through observation to understand child’s: <ul style="list-style-type: none"> ○ Level of achievement ○ Interests ○ Learning styles (characteristics of effective learning) ○ Progress in learning and development • Complete the EYFS progress check at age 2. • Carry out Early Years Foundation Stage Profile (EYFSP until summer 2016). 	<ul style="list-style-type: none"> • Observation, Assessment and Planning Cycle (OAP cycle). • Take into account parent/carers observations and knowledge. • Assessment of stage of development e.g. Early Years Outcomes Development Matters bands (emerging, developing & secure). • More detailed developmental assessments e.g. Every Child a Talker (ECaT) child monitoring tool, referral guidelines for Speech and Language Therapy (SLT), Occupational Therapy (OT) etc. • Toolkit document: Start The Inclusion Pathway. • Pass completed Progress Check at age 2 to Health Visitor with parent/carers permission (in line with agreed protocols of Integrated Review). • Gather information from other professionals e.g. Children Centres, childcare providers, Health Visitors (HV) Integrated Review). • Implement in-house systems for assessment moderation. • Attend Local Authority moderation e.g. Development Matters Bands, Early Years Outcomes, EYFSP.

Quality First Teaching (QFT) – The Assess, Plan, Do, Review Cycle (continued)

Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents.

You should do this because it is:-	You could do this because it is:-
SEND Code of Practice 2014 Legal Requirements and EYFS statutory Framework QFT - Plan	Northumberland guidance on good practice QFT- Plan
<ul style="list-style-type: none"> • Assign each child a key person. • Plan challenging and enjoyable experiences for each child in all areas of development. • Plan for the different ways children learn. • Shape learning experiences to reflect assessments. • Engage and support parent/carers in guiding their child’s development at home. • Respond to observations that parent/carers share. • Plan to achieve a well-qualified and skilled staff team. • Adopt a multi-agency approach. 	<ul style="list-style-type: none"> • Establish and/or embed an effective Inclusion Policy. • Plan and regularly update your ‘Local Offer’. • Provide an environment matched to children’s learning and development needs. • <i>Toolkit document: Notice and Adjust Record. (Action column)</i> Plan what changes will be made to help the child make progress. • Establish a policy for working in partnership with parent/carers. • Reflect on how to use the training and consultancy elements of the Early Years (EY) Service Level Agreement (SLA) and/or other support you access. • Plan to attend LA Inclusion and EY network meetings. • Work in partnership with other agencies e.g. Health Visitors, Children’s Centres. • Establish locality transition policy. • Research and identify effective use of early year’s pupil premium.

Quality First Teaching (QFT) – The Assess, Plan, Do, Review Cycle (continued)

Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents.

You should do this because it is:-	You could do this because it is:-
SEND Code of Practice 2014 Legal Requirements and EYFS statutory Framework <u>QFT - Do</u>	Northumberland guidance on good practice <u>QFT- Do</u>
<ul style="list-style-type: none"> • Monitor and review the progress of all children. • Keep parent/carers up to date with child's progress and development. • Promote teaching and learning to ensure children's 'school readiness'. • Provide educational programmes to meet all children's needs. • Help children work towards the early learning goals. • Implement the curriculum through planned purposeful play and a mix of adult led and child initiated activity. 	<ul style="list-style-type: none"> • Implement a system to track children's progress towards the Early Learning Goals (ELGs) through the development bands e.g. Progress Matters, Progress Reporting and Monitoring System (PRaMS), electronic trackers. • Work in partnership with parent/carers e.g. jointly create learning journals, offer parent/carers meetings, make home visits etc. • Provide information to parent/carers on expectations for 'readiness' for the next setting (see appendices 3&4). • Implement universal good practice programmes e.g. Phase 1 Letters and Sounds, Sounds Great. • Analyse data in partnership with other EYFS providers in order to meet locally identified 'school readiness' needs. • <i>Toolkit document: Notice and Adjust Record (Action column)</i> Implementation agreed actions and record outcomes and progress. • Work with previous or next provider to maximise progress at transition.

Quality First Teaching (QFT) – The Assess, Plan, Do, Review Cycle (continued)

Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents

You should do this because it is:-	You could do this because it is:-
SEND Code of Practice 2014 Legal Requirements and EYFS Statutory Framework QFT- Review	Northumberland guidance on good practice QFT - Review
<ul style="list-style-type: none"> • Review and address any learning and development needs in partnership with parent/carers. • Review child’s progress with parent/carers between 24-36 months to identify strengths and areas where progress is less than expected. • Review child’s learning and development needs with year 1 teacher on transfer to Key Stage 1. • Share summative assessments with parent/carers. • Identify whether a child has SEND. • Have arrangements in place that include a clear approach to assessing children’s special educational needs. 	<ul style="list-style-type: none"> • <i>Toolkit document: Notice and Adjust (outcomes column).</i> • <i>Toolkit Document: Update Inclusion Pathway (if necessary).</i> • <i>Toolkit e-version: Outcomes Planning and Review Sheet.</i> • Review and adapt environment in response to need. • Review with parent/carers how child has settled into the setting after initial few weeks. • Review and agree any further actions identified resulting from assessments of need (in line with agreed protocols of Integrated Review). • Review child’s learning needs with next setting during transition. • Establish effective transition policy in line with locality transition policies including e.g. accuracy and robustness of assessment judgements. • Review effectiveness of Early Years Pupil Premium (EYPP) on target groups. • Review if there is a need to progress to SEND support and Early Help Assessment (EHA).

SEN Support – The Assess, Plan, Do, Review Cycle

SEN support is the special educational provision made by all settings to meet a child’s specific needs. A child with SEND is described as one who has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities of a kind generally provided for others of the same age in mainstream settings. SEND support helps to reduce learning difficulties and is critical to the child’s future progress and improved outcomes. It is provision that is additional to or different from that provided for all children and for a child under two years of age, educational provision of any kind.

Parent/carers must be included in discussions around their child’s needs and any SEN support provided.

You should do this because it is:-	You could do this because it is:-
<p>SEND Code of Practice 2014 Legal Requirements <u>SEN Support - Assess</u></p>	<p>Northumberland guidance on good practice <u>SEN Support - Assess</u></p>
<ul style="list-style-type: none"> • Identify that the child needs SEN support. • Key person works with SENCO and parent/carers to assess and analyse child’s needs. • Review outcome of previous support and progress. • Where little or no improvement in progress, identify other agencies for specialist assessments and/or support. • Where professionals not already working with setting, SENCO to contact with parent/carers agreement. • Use Early Help Assessment (EHA) to identify if child and family have wider needs. 	<ul style="list-style-type: none"> • Toolkit document: Review <i>Inclusion Pathway</i> to confirm need for SEN support. • Toolkit document: Summary Assessment Prompts. • Toolkit document : Parent/carer questionnaire (gathering information section) • Undertake further detailed assessments appropriate to area of concern (see assessment section) e.g. Toolkit Speech and Language Assessment. • Use support/therapy services own referral criteria to decide if further specialist assessments are needed e.g. Speech and Language referral guidelines. • Toolkit document: Inclusion Wheel (outer section). Complete <i>Inclusion Wheel</i> with parent/carer and through discussion, summarise child’s current stage of development, at home and in the setting. • Identify ways to gather information regarding child’s views/interests/needs. (see appendix 5) • See Northumberland County Council website for EHA information.

SEN Support – The Assess, Plan, Do, Review Cycle (continued)

Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents

You <u>should</u> do this because it is:-	You <u>could</u> do this because it is:-
<p>SEND Code of Practice 2014 Legal Requirements</p> <p><u>SEN Support - Plan</u></p>	<p>Northumberland guidance on good practice</p> <p><u>SEN Support - Plan</u></p>
<ul style="list-style-type: none"> • Parent/carers formally notified that SEN support to be provided. • Key person and SENCO consult parent/carers to agree: <ul style="list-style-type: none"> ○ Outcomes being sought ○ Interventions and support ○ Expected impact on progress ○ Date for review • Plan takes child’s views into account. • Select appropriate interventions based on evidence of effectiveness. • Staff development needs identified and addressed. • Parent/carers supported to reinforce interventions at home. 	<ul style="list-style-type: none"> • Complete EHA action plan, where necessary • Refer to Northumberland LA Guidance for EY SEND, Early Years Interventions section, for ideas of relevant strategies & interventions. • <i>Toolkit document: Inclusion Wheel (inner section).</i> Identify, agree and record with parent/carers, and taking into account the views of the child, what the setting and parent/carers will do next. Consider if input from outside professionals will be required to achieve the outcomes planned for the child and if so make appropriate referrals. • <i>Toolkit document: Outcomes Planning and Review sheet.</i> Identify specific outcomes linked to prioritised areas of need. Plan actions, specific strategies and interventions to help achieve these outcomes for the half term/term ahead. • <i>Toolkit document: Inclusion Wheel and Outcomes Planning and Review Sheet</i> shared with the full staff team – SENCO/Key person to ensure all staff are confident to implement agreed actions. • Key person to provide support to parent/carers to plan how actions will be implemented at home and signpost parent/carers to the LA Local Offer information, where appropriate. • Incorporate the identified outcomes for the child into general setting planning (including frequency of interventions/staffing required etc.) • Consider if additional support will be required to enable the setting to meet the child’s needs and how this might be provided. If necessary, complete application form for LA top up funding. • Reflect on how to effectively use the training and consultancy elements of the LA Early Years’ Service Level Agreement (SLA). • Identify relevant support e.g. Local Authority Area SENCO (PVI settings), LIST (Schools).

SEN Support – The Assess, Plan, Do, Review Cycle (continued)

Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents

You should do this because it is:-	You could do this because it is:-
<p>SEND Code of Practice 2014 Legal Requirements SEN Support - Do</p>	<p>Northumberland guidance on good practice SEN Support - Do</p>
<ul style="list-style-type: none"> • Key person remains responsible for working with the child on a daily basis. • Ongoing support from SENCO to key person to: <ul style="list-style-type: none"> ○ Oversee implementation of the agreed interventions ○ Assess child’s response to action taken ○ Problem solve and advise on the effective implementation of support ○ Implement strategies and interventions from other professionals 	<ul style="list-style-type: none"> • Amend physical environment, where necessary. • <i>Toolkit documents: Inclusion Wheel and Outcomes Planning and Review Sheet.</i> Key person supports all staff to implement actions to achieve the planned outcomes for the child through a whole setting, inclusive approach. • Staff access relevant professional development opportunities e.g. EY SLA, other relevant professionals etc. Staff feedback learning to wider staff team and setting ensure it is implemented by all. • Work collaboratively with other professionals to integrate their targets and carry out activities alongside those identified by the setting. • Work closely with parent/carers and support them to implement identified strategies at home.

SEN Support – The Assess, Plan, Do, Review Cycle (continued)

Items in bold italics indicate Northumberland Early Years Inclusion Toolkit documents

You should do this because it is:-	You could do this because it is:-
<p>SEND Code of Practice 2014 Legal Requirements SEN Support - Review</p>	<p>Northumberland guidance on good practice SEN Support - Review</p>
<ul style="list-style-type: none"> • Key person and SENCO work with parent/carers to: <ul style="list-style-type: none"> ○ Review child’s progress in line with the agreed date ○ Evaluate impact and quality of support ○ Agree any changes to outcomes and support in light of child’s progress ○ Plan next steps • Revisit ‘Assess, Plan, Do, Review’ (APDR) cycle of action to identify best way of securing progress. 	<ul style="list-style-type: none"> • <i>Toolkit document: Outcome Planning & Review sheet.</i> In partnership with parent/carers, review and record the child’s progress towards the planned outcomes both at home and in the setting. • Where top up funding is in place, setting reviews level of support to establish if this continues to be appropriate to meet the needs of the child in the setting. • If necessary, review appropriate policies (e.g. inclusion, admissions, behaviour, equality and diversity, intimate care etc.) • Review the SEN Support cycle of ‘Assess, Plan, Do, Review’ and decide if an assessment for an Education, Health and Care Plan (EHCP) is required or review current EHCP plan if in place. • Review EHA action plan. • Work collaboratively with parent/carers to plan for any upcoming transition and share information with receiving provision.

Early Years Interventions

The following pages describe well-evidenced interventions considered to be good practice in supporting young children with special educational needs and disabilities in the early years. They should be used to target and support identified areas of difficulty.

The SEND Code of Practice 0-25 describes SEND in four broad areas of need and support : See detailed explanation below.

➤ **Communication & Interaction -**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

➤ **Cognition & Learning -**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

➤ **Social, Emotional & Mental Health -**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

➤ **Sensory &/or Physical Needs -**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

OFSTED grade descriptors for Good and Outstanding state that

'Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.

Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.'

In order to achieve these positive outcomes for all children, practitioners will need to identify what level of support and interventions are needed. For some children Quality First Teaching (QFT) will meet their needs. For others we may need to differentiate QFT and provide it as a tailored intervention. For children with SEN we will need to provide interventions that are 'additional to or different from' the curriculum that all children receive. This is described as the SEN level of support

A range of possible interventions at QFT (green) and SEN Support (orange/red) level are listed in alphabetical order and web links have been provided where available to aid access to the resources. This is not an exhaustive list and further suggestions of effective interventions would be willingly received. The boxes are shaded to indicate which area of need the interventions are helpful in supporting.

It is expected that Quality First Teaching continues for all children with SEND in addition to any SEN support they may receive.

Quality First Teaching

Quality First Teaching (Green)

QFT is an entitlement of all children whether or not they have SEN. If children need additional support, QFT can be differentiated to provide a tailored curriculum matched to children's individual needs. This is the point at which it may be describes an 'intervention' to ensure all children achieve the best possible education and other outcomes. See also Education Endowment Foundation web link for EY's Interventions

SEN Support

SEN Support (Orange)

Information and/or training should be accessed before implementing these specific interventions

SEN Support (Red)

Specialist training **must be** accessed in order to implement these highly specific interenventions.

Early Years Interventions (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Quality First Teaching <i>These interventions are considered to be good practice. They could be used by practitioners to tailor provision to ensure all children achieve the best possible education and other outcomes.</i>				
<ul style="list-style-type: none"> BLAST A complete package designed to enhance and enrich the speech, language and communication skills of 3-4 year olds. http://www.blastprogramme.co.uk/all-about-blast/ 	✓	✓	✓	✓
<ul style="list-style-type: none"> Early Language Development Programme The Early Language Development Programme (ELDP) is a national training programme funded by the Department for Education in recognition of the importance of early communication development as a foundation for learning and behaviour. www.ican.org.uk 	✓	✓	✓	
<ul style="list-style-type: none"> Early Movers - Helping under 5's live active and healthy lives A resource pack for practitioners working with under-fives, who wish to plan and organise physically active play environments in their setting. https://www.bhf.org.uk/publications 			✓	✓
<ul style="list-style-type: none"> Early Years Inclusion Development Programme – Supporting Children with Autism Spectrum Disorder (IDP-ASD). www.idponline.org.uk 	✓	✓	✓	✓
<ul style="list-style-type: none"> Early Years Inclusion Development Programme – Supporting Children with Behaviour, Emotional & Social Difficulties (IDP-BESD). www.idponline.org.uk 	✓	✓	✓	✓
<ul style="list-style-type: none"> Early Years Inclusion Development Programme – Supporting Children with Speech, Language & Communication Difficulties (IDP-SLCN). www.idponline.org.uk 	✓	✓	✓	✓

Early Years Interventions (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Quality First Teaching				
<ul style="list-style-type: none"> Every Child a Talker (ECaT) <i>A national programme of activities and resources to raise children’s achievement in early language development, improve practitioners’ skills and knowledge and increase parent/carers understanding and involvement in children’s language development.</i> Also see Northumberland County Council ECaT Activity Tool. http://www.foundationyears.org.uk/2011/10/every-child-a-talker-guidance-for-early-language-lead-practitioners/ 	✓	✓		
<ul style="list-style-type: none"> Excellence and Enjoyment: Social and Emotional Aspects of Learning (SEAL) <i>This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.</i> http://www.foundationyears.org.uk/2011/10/excellence-and-enjoyment-social-and-emotional-aspects-of-learning-changes%e2%80%93red-set/ 	✓	✓	✓	
<ul style="list-style-type: none"> Gesture & Body Language <i>The use of non-verbal gestures has been shown to enhance communication and should be used to supplement verbal speech by both the practitioner and the child.</i> http://www.literacytrust.org.uk/talk_to_your_baby/news/1616_the_importance_of_non-verbal_interactions_for_under-threes 	✓	✓	✓	✓
<ul style="list-style-type: none"> Independent Early Years Intervention Publications <i>There are a wide range of publications including books, magazines and electronic materials aimed at supporting high quality provision across all areas of the EYFS.</i> 	✓	✓	✓	✓

Early Years Interventions (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Quality First Teaching				
<ul style="list-style-type: none"> Letters & Sounds Phase 1 <i>Structured programme intended to teach young children the important basic elements of phonological awareness and letters and sounds (such as oral segmenting and blending).</i> https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf 	✓	✓		
<ul style="list-style-type: none"> National Strategies Publication – English as an Additional Language (EAL) <i>There are increasing numbers of children entering EYFS settings for whom English is not the dominant language in the home. This advice and guidance booklet was drawn from existing good practice developed by practitioners working with babies, young children and their families.</i> http://www.foundationyears.org.uk/2011/10/supporting-children-learning-english-as-an-additional-language/ 	✓	✓	✓	
<ul style="list-style-type: none"> National Strategies Publication – Social and Emotional Aspects of Development (SEAD) <i>This booklet contains materials designed for practitioners and focuses mainly on the younger children in the EYFS (birth to 36 months), although there is much that will also be of interest to practitioners working with older children.</i> http://www.foundationyears.org.uk/2011/10/social-and-emotional-aspects-of-development-%e2%80%93-guidance-for-practitioners/ 	✓	✓	✓	

Early Years Interventions (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Quality First Teaching				
<ul style="list-style-type: none"> Northumberland Early Years Inclusion Toolkit (NEYIT) including e-version (2015) <p><i>Northumberland LA Early Years Inclusion Policy for early years. Training and resource pack available through the EY SLA.</i></p>	✓	✓	✓	✓
<ul style="list-style-type: none"> Objects of Reference <p><i>Objects of Reference are objects and symbols which have special meanings assigned to them. They can be used as cues to enhance communication.</i></p>	✓	✓	✓	✓
<ul style="list-style-type: none"> Philosophy for Children (P4C) <p><i>An approach where children are facilitated to engage in a philosophical enquiry, or dialogue. P4C has an impact on children's cognitive, social and emotional development. P4C is about getting children to think and communicate well; to think better for themselves.</i></p> <p>http://www.sapere.org.uk/default.aspx?tabid=162</p>	✓	✓	✓	
<ul style="list-style-type: none"> Plan for the Characteristics of Effective Learning (COEL). <p><i>The EYFS states that practitioners must reflect on the different ways that children learn and reflect these in their practice. Page 9, 1.9 Statutory Framework for the EYFS.</i></p> <p>http://www.foundationyears.org.uk/eyfs-statutory-framework/</p>	✓	✓	✓	✓
<ul style="list-style-type: none"> Planning for children's emerging needs and interests. <p><i>The EYFS states that each area of learning and development must be implemented through planned, purposeful play responding to children's emerging needs and interests. Page 9. 1.8 Statutory Framework for the EYFS.</i></p> <p>http://www.foundationyears.org.uk/eyfs-statutory-framework/</p>	✓	✓	✓	✓
<ul style="list-style-type: none"> Reward Systems <p><i>Personalised rewards to promote desirable outcomes e.g. time for child's favourite activity or other personal motivator.</i></p>	✓	✓	✓	✓

<u>Early Years Interventions</u> <u>(in alphabetical order)</u>	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
<u>Quality First Teaching</u>				
<ul style="list-style-type: none"> • Small Group Work <p><i>Small number of children working on a planned focussed activity or game together.</i></p>	✓	✓	✓	
<ul style="list-style-type: none"> • Sounds Great <p><i>A pack produced by Northumberland LA to promote the development of phonological awareness skills in the early years. This supports Letters & Sounds Phase 1 and can be used as a specific intervention for older children.</i></p> <p><i>Pack and training available through the EY SLA.</i></p>	✓	✓		
<ul style="list-style-type: none"> • Sustained Shared Thinking <p><i>'Sustained shared thinking' occurs when two or more individuals 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend the understanding. It is more likely to occur when children are interacting with an adult or with a single peer partner and during focussed group work.</i></p> <p><i>'The Effective Provision of Pre-School Education (EPPE) Project (2004)'</i></p> <p>https://www.early-education.org.uk/supporting-young-childrens-sustained-shared-thinking</p>	✓	✓	✓	
<ul style="list-style-type: none"> • Talking Tables <p><i>Activities to support all areas of communication developed by Educational Psychologist, Fleur Griffiths.</i></p> <p>https://www.tes.co.uk/article.aspx?storycode=2072766</p>	✓	✓	✓	
<ul style="list-style-type: none"> • Total Communication <p><i>Is a systematic approach that aims to support and improve communication by making use of a range of methods e.g. speech, signs, gestures, written and visual aids etc.</i></p>	✓	✓	✓	✓
<ul style="list-style-type: none"> • Visual Timetables <p><i>A visual timetable or timeline using objects, pictures or symbols to break down steps of a task or routines throughout the day. It is like using a diary, following a recipe or making a list using pictures instead of words.</i></p> <p>http://www.ican.org.uk/~media/Ican2/What%20We%20Do/Enquiry%20Service/Visual%20timelines%20fact%20sheet%20parent.ashx</p>	✓	✓	✓	

Early Years Interventions (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
SEN Support Information and/or training should be accessed before implementing these specific interventions				
<ul style="list-style-type: none"> Angie Voss, OTR - Understanding Your Child’s Sensory Signals <i>A sensory signal is a hint, clue, or indicator given by a child's behaviour or reaction to the environment or surroundings. This includes a child's reaction to social interaction or communication. When one understands a child's sensory signals, it becomes more natural and clear as to how to enrich the environment with the right sensory tools and strategies.</i> ISBN-10: 1466263539 http://asensorylife.com/ 	✓	✓	✓	✓
<ul style="list-style-type: none"> Blank Model Developing verbal reasoning skills. <i>See page 44, Elklan - ‘Early Language Builders’ (Advice and activities to encourage pre-school children’s communication skills).</i> http://www.elklan.co.uk/ 	✓	✓	✓	
<ul style="list-style-type: none"> Choice Boards <i>A graphic organiser that allows children to choose how they will learn a new concept.</i> https://www.scope.org.uk/support/professionals/learning-together/how-children-learn/motivation/choice-boards-change 	✓	✓	✓	✓
<ul style="list-style-type: none"> Early Language Builders <i>Book containing advice and activities to encourage pre-school children’s communication skills.</i> http://www.elklan.co.uk/ 	✓	✓	✓	

Early Years Interventions (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
SEN Support Information and/or training should be accessed before implementing these specific interventions				
<ul style="list-style-type: none"> Early Support Developmental Journals <i>Tool designed to help families and practitioners better support the development of children and young people who have SEND.</i> www.ncb.org.uk/early-support/resources/developmental-journals 	✓	✓	✓	✓
<ul style="list-style-type: none"> ELKLAN <i>Advice and activities to encourage children’s communication skills.</i> http://www.elklan.co.uk/ 	✓	✓	✓	
<ul style="list-style-type: none"> Language Steps <i>A language resource to develop early language skills of comprehension and expression. Aims to develop the number of information carrying words in an utterance from one to four word level. Requires oversight by SLT.</i> http://www.stasspublications.co.uk/publications/language-steps 	✓	✓	✓	
<ul style="list-style-type: none"> Makaton <i>Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.</i> https://www.makaton.org/aboutMakaton/ 	✓	✓	✓	✓
<ul style="list-style-type: none"> Now and Then <i>A simple visual strategy used to support children with language or behaviour needs to complete specific tasks.</i> http://lessonpix.com/articles/9/35/First+Then+Boards 	✓	✓	✓	

Early Years Interventions - SEN Support (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
SEN Support Information and/or training should be accessed before implementing these specific interventions				
<ul style="list-style-type: none"> Nursery Narrative <i>A programme to improve language and listening skills for young children.</i> http://www.blacksheepress.co.uk/products/details?id=86&productname=Nursery+Narrative+Pack&rv=0 <i>Requires training from a SLT.</i> 	✓	✓		
<ul style="list-style-type: none"> Social Stories <i>A short description of a particular situation, event or activity, which includes specific information about what to expect in that situation.</i> http://www.autism.org.uk/socialstories 	✓	✓	✓	✓
<ul style="list-style-type: none"> Sounds Great <i>A resource pack produced by Northumberland LA to promote the development of phonological awareness skills in the Early Years. Supports Letters and Sounds Phase 1 and can be used as a specific intervention for older children if needed.</i> <i>Training and resource pack available through the EY SLA.</i> 	✓	✓		
<ul style="list-style-type: none"> Talk Boost & Early Talk Boost <i>A structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after ten weeks of intervention. Training available through LIST.</i> http://www.ican.org.uk/talkboost 	✓	✓		

Early Years Interventions (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
SEN Support Specialist training must be accessed in order to implement these highly specific interventions.				
<ul style="list-style-type: none"> Augmentative and Alternative Communication (AAC) <i>A wide range of equipment and techniques which support or replace spoken and written communication including gesture, signing, symbols, word boards, communication boards and books, as well as Voice Output Com.</i> http://www.communicationmatters.org.uk/ 	✓	✓	✓	✓
<ul style="list-style-type: none"> Building Adaptations <i>Specific adjustments to a building to make it accessible in line with the EYFS Statutory Framework and Equalities Act 2010.</i> https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools 	✓	✓	✓	✓
<ul style="list-style-type: none"> Child Parent Interaction Programmes <i>Focusing on interactions in order to facilitate an increased development rate in children’s development of play, attention, listening, understanding, expression and use of language.</i> http://www.ican.org.uk/en/sitecore/content/ICAN2/Global/Components/Rendering%20Elements/Courses/Course%20List/Facilitating%20Parent-Child%20Interaction%20T1211.aspx 	✓	✓	✓	✓
<ul style="list-style-type: none"> Colourful Semantics <i>This is a therapy technique which uses colour coded cards to help children to learn the important elements of a sentence, and how to join them together in the correct order. A resource requiring oversight by an SLT.</i> 	✓	✓	✓	✓
<ul style="list-style-type: none"> HANEN <i>The Hanen Centre aims to provide parent, caregivers, early childhood educators, speech and language therapists, with the knowledge and training they need to help young children develop the best possible language, social and literacy skills.</i> http://www.hanen.org/About-Us.aspx 	✓	✓	✓	✓

Early Years Interventions (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
SEN Support Specialist training must be accessed in order to implement these highly specific interventions.				
<ul style="list-style-type: none"> Incredible Years Parenting Programme <i>This is a series of evidence based workshops delivered to parent/carers, the goal is to prevent and treat young children's behaviour problems and promote their social, emotional, and academic competence.</i> 	✓	✓	✓	
<ul style="list-style-type: none"> Objects of Reference <i>Objects of reference are objects which have special meanings assigned to them. They were initially used with blind people and those with dual sensory impairment. Now also used with people with profound and multiple learning difficulties through a systematic approach.</i> http://www.aacsig.org.uk/sites/default/files/presentations/Poster%20OR%20ISACC2014.pdf 	✓	✓	✓	✓
<ul style="list-style-type: none"> Picture Exchange Communication System (PECS) <i>A system commonly used as a communication aid for children with autistic spectrum disorder (ASD).</i> http://www.pecs-unitedkingdom.com/ 	✓	✓	✓	✓
<ul style="list-style-type: none"> Speech and Language Games <i>Specifically advised by Speech and Language Therapist as part of work on individual targets.</i> 	✓	✓		
<ul style="list-style-type: none"> TEACCH <i>A programme designed to help prepare people with autism to live or work more effectively at home, school or in the community.</i> http://www.autism.org.uk/living-with-autism/strategies-and-approaches/teacch.aspx 	✓	✓	✓	

Early Years Assessments

The EYFS statutory framework states that practitioners must consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience across all areas of learning and development.

In addition to the two EYFS statutory assessments; the 'EYFS progress check at age two (Integrated Review)' and the 'EYFS Profile*', further more in-depth information about a child's stage of development may also be required in order to identify and meet any special educational needs and/or disabilities.

This section provides information on a range of assessments that may be used to provide further in-depth information across the four broad areas of need and support.

Web links have been provided where available to aid access to the resources.

*EYFSP applicable until summer 2016

In-depth Early Years Assessments

In-depth Early Years Assessments (Blue headings)

These assessments are easily accessible and could be used by EYFS practitioners to provide more detailed information about a specific area of development.

Other Early Years Assessments

Other Early Years Assessments (Purple headings)

These assessments may be carried out by a range of other professionals. EYFS practitioners should have regard to the outcome of these assessments if they are available.

Early Years Assessments (in alphabetical order)	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
In-depth Early Years Assessments These assessments are easily accessible and could be used by EYFS practitioners to provide more detailed information about a specific area of development.				
<ul style="list-style-type: none"> Calming The Volcano Framework Documentation to support the assessment of young children’s behaviour. Support for the development of positive behaviour and access to assessment documentation available from Catherine Clark Behaviour Consultant. Projectnurture.cath@gmail.com 	✓	✓	✓	✓
<ul style="list-style-type: none"> Development Matters/Early Years Outcomes in the Early Years Foundation Stage Provides ‘development band’ information about typical stages of development from birth to 60 months. http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf 	✓	✓	✓	✓
<ul style="list-style-type: none"> Early Support Developmental Journals The journals are easy-to-use tools to help with observing, recording and celebrating progress of children with SEND, and to identify areas where extra help and support may be needed. The main body of each Journal consists of milestones that parent/carers, teachers and other practitioners can easily observe in the course of everyday life. http://www.ncb.org.uk/early-support/resources/developmental-journals 	✓	✓	✓	✓
<ul style="list-style-type: none"> Every Child a Talker Child Monitoring Tool (Communication) A tool for monitoring early communication and language, with observation and best-fit judgments, checkpoints and guidance on typical development of speech sounds. http://www.foundationyears.org.uk/2011/10/every-child-a-talker-child-monitoring-tool/ 	✓			

Early Years Assessments <i>(in alphabetical order)</i>	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
In-depth Early Years Assessments				
<ul style="list-style-type: none"> From Birth to Five Years. Mary D Sheridan <i>Clear and concise information on children’s developmental progress in small steps from birth to 5 years. ISBN 9780415423656</i> 	✓	✓	✓	✓
<ul style="list-style-type: none"> Occupational Therapy Referral Guidelines <i>Document that supports practitioners to identify areas of concern in physical development and determine whether an appropriate referral should be made.</i> 	✓	✓	✓	✓
<ul style="list-style-type: none"> Speech & Language Assessment <i>Booklet provided alongside Northumberland Early Years Inclusion Toolkit with structured activities designed to assess a child’s verbal comprehension, sentence structure and pronunciation of speech. Speech and language therapist advised training before using this assessment.</i> 	✓			
<ul style="list-style-type: none"> Speech & Language Referral Guidelines <i>Document that supports practitioners to identify areas of concern in communication and determine if a referral should be made.</i> http://www3.northumberland.gov.uk/fact/drftp/10808.doc 	✓	✓	✓	
<ul style="list-style-type: none"> The Early Years Foundation Stage Profile (EYFSP) <i>The EYFS profile summarises and describes children’s attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the learning characteristics.</i> https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook-2014 	✓	✓	✓	✓

Early Years Assessments <i>(in alphabetical order)</i>	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
<ul style="list-style-type: none"> The EYFS Progress Check at Age Two <i>The EYFS requires that parent/carers be supplied with a short written summary of their child's development in the three prime areas of learning and development when their child is aged between 24-36 months.</i> <i>This progress check allows practitioners to identify which children need additional support.</i> https://www.gov.uk/government/publications/a-know-how-guide-the-eyfs-progress-check-at-age-two 	✓	✓	✓	✓

Early Years Assessments <i>(in alphabetical order)</i>	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Other Early Years Assessments Where required these assessments may be carried out by a range of other professionals. EYFS practitioners should have regard to the outcome of these assessments where they are available.				
<ul style="list-style-type: none"> • 27 month Healthy Child Programme Review <p><i>All families are contacted between 2 years 3 months and 2yrs 6 months by the Health Visitor as part of the Integrated Review. Certain children are identified for a targeted developmental assessment through;</i></p> <ul style="list-style-type: none"> • <i>Concerns identified at the 1 year review</i> • <i>Concerns identified at the telephone contact</i> • <i>Parent/carer request</i> • <i>Professional request</i> • <i>Automatic criteria</i> <p>https://www.gov.uk/government/publications/healthy-child-programme-pregnancy-and-the-first-5-years-of-life</p>	✓	✓	✓	✓
<ul style="list-style-type: none"> • Early Help Assessment <p><i>An action plan is formulated at an early stage to support the family and ensure that agencies are aware of what each other is doing, it will also monitor outcomes. (This replaces the CAF documents in Northumberland).</i></p> <p>http://www.northumberland.gov.uk/default.aspx?page=16984</p>	✓	✓	✓	✓
<ul style="list-style-type: none"> • Education, Care and Health Plan Assessment (EHCP) <p><i>An Education, Health and Care Plan brings a child’s education, health and social care needs into a single, <u>legal</u> document. A child must have special educational needs to be eligible for a plan.</i></p> <p>http://www.northumberland.gov.uk/default.aspx?page=17353</p>	✓	✓	✓	✓

Early Years Assessments <i>(in alphabetical order)</i>	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Other Early Years Assessments Where required these assessments may be carried out by a range of other professionals. EYFS practitioners should have regard to the outcome of these assessments where they are available.				
<ul style="list-style-type: none"> Portage Assessment <i>Portage is a home-visiting educational service for pre-school children with additional support needs.</i> <i>Parent/carers share with the Portage home visitor their understanding of their child's individual gifts, abilities and support needs. Profiles or developmental checklists may help with this process of identifying strengths and goals for future learning when Portage visits begin.</i> http://www.portage.org.uk/ 	✓	✓	✓	✓
<ul style="list-style-type: none"> Specific Assessments <i>Carried out by a range of professionals e.g. Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Paediatricians etc.</i> 	✓	✓	✓	✓
<ul style="list-style-type: none"> Sure Steps to Talking: Language Assessment. <i>Carried out by Health Visitors at the one year review of the Healthy Child Programme.</i> 	✓	✓	✓	

List of abbreviations uses in the
Northumberland Local Authority Guidance for Early Years SEND practice

<p><u>APDR</u> – Assess, Plan, Do, Review</p> <p><u>ASD /ASC</u>– Autistic Spectrum Disorder/ Autistic Spectrum Continuum</p> <p><u>BESD</u> – Behaviour, Social and Emotional Difficulties</p> <p><u>CoP</u> – SEND Code of Practice</p> <p><u>COEL</u> – Characteristics of Effective Learning as stated in the EYFS</p> <p><u>CPD</u> - Continuous Professional Development</p> <p><u>DoH</u>- Department of Health</p> <p><u>EAL</u> - English as an Additional Language</p> <p><u>ECAT</u> – Every Child a Talker Programme</p> <p><u>EHA</u> – Early Help Assessment</p> <p><u>EHCP</u> – Education, Health and Care Plan.</p> <p><u>ELDP</u>– Early Language Development Programme</p> <p><u>ELGs</u> - Early Learning Goals</p> <p><u>EY</u> - Early Years</p> <p><u>EYFS</u> - Early Years Foundation Stage</p> <p><u>EYFSP</u> – Early Years Foundation Stage Profile</p> <p><u>EY SLA</u> – Early Years’ Service Level Agreement</p> <p><u>EYIC</u> – Early Years Inclusion Consultants</p> <p><u>HV</u> - Health visitor</p>	<p><u>IDP</u> – Inclusion Development Programmes <u>LA</u> – Local Authority</p> <p><u>LIST</u> – Locality Inclusion Support Team</p> <p><u>NEYIT</u> – Northumberland Early Years Inclusion Toolkit</p> <p><u>OAP</u> – Observation, Assessment and Planning</p> <p><u>OTR</u> - Occupational Therapist Registered</p> <p><u>P4C</u>- Philosophy for Children</p> <p><u>PECS</u> – Picture Exchange Communication System</p> <p><u>PRaMS</u>- Progress Reporting and Monitoring System</p> <p><u>PVI</u> - Private, Voluntary and Independent childcare providers</p> <p><u>SLT</u> – Speech and Language Therapist/Therapy</p> <p><u>SLCN</u> – Speech, Language & Communication Needs</p> <p><u>SEAD</u> – Social and Emotional Aspects of Development</p> <p><u>SEAL</u> – Social and Emotional Aspects of Learning</p> <p><u>SENCO</u> – Special Educational Needs Coordinator</p> <p><u>SEND</u> – Special Educational Needs and Disability</p> <p><u>SEND CoP</u> - Special Educational Needs and Disability Code of Practice</p>
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NORTHUMBERLAND

Northumberland County Council

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This document can be obtained from the Northumberland Early Years Team

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